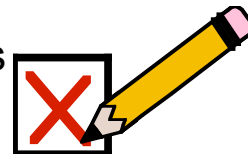


Schoolwide Evaluation of the Curriculum & Instruction Base

Outcome Evaluation:
Taking Stock
Setting Action Steps



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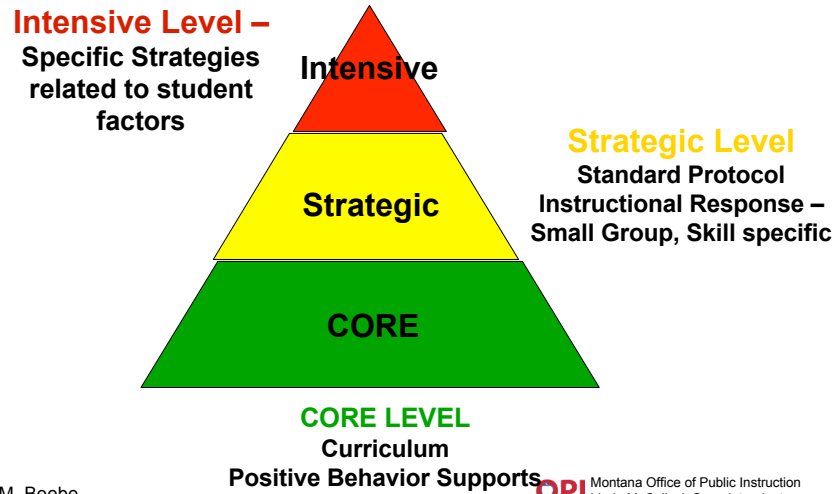
The Essential Pieces: 2 X 2 Foci in RTI Process

	Curriculum & Instruction	Ongoing Assessment
School Level	<ul style="list-style-type: none"> •Strong research based C&I in place •Uninterrupted instructional time block across school •Instructional groups based on performance levels 	<ul style="list-style-type: none"> •School wide screening 3 times yearly (F,W,S): •Evaluate C&I effectiveness •Identify "learning enabled" & "at risk" •Reorganize instructional groups
Student Level	<ul style="list-style-type: none"> •Supplemental & Strategic C&I in place •Additional Instructional time set and flexible (dosage) 	<ul style="list-style-type: none"> •Progress monitoring measures in place and scheduled according to intensity of C&I •Assess intact & needed skills •Assess additional factors •Systematic review of data to inform intervention

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RTI Instructional Levels of Support



Reading Programs in a Three-Tier Model K - 3

Core Instruction	Supplemental Interventions	Intensive Interventions
<ul style="list-style-type: none"> •Open Court •Houghton Mifflin: Nations' Choice •Reading Mastery 	<ul style="list-style-type: none"> •Ladders to Literacy – PA •Road to the Code- PA •Phonemic Awareness in Young Children – PA •SIPPS – P •PALS – P •Lindamood-Bell – PA, P •Read Naturally – F •Quick Reads – F 	<ul style="list-style-type: none"> •Early Reading Intervention PA, P •Reading Mastery, PA, P, F, C •Read Well (K-1) PA, P, F, C, V •Waterford Levels – PA, P, F, C, V (1-2) •Lindamood-Bell- PA, P •Wilson – PA, P

KEY:
PA = Phonemic Awareness
P = Phonics
F = Fluency
C = Comprehension
V = Vocabulary

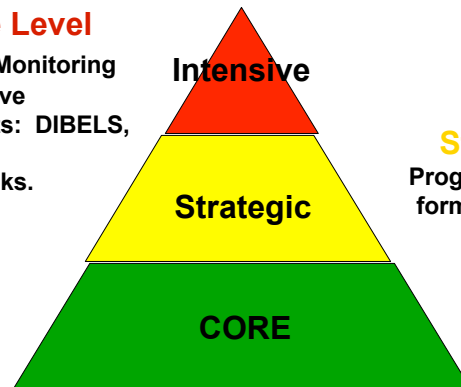
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Source: Wayne Callender "Addressing the System" (2005)

RTI Level Assessments: How Are We Doing?

Intensive Level

—Progress Monitoring
with formative
assessments: DIBELS,
CBM
Every 2 weeks.



Strategic Level

Progress Monitoring with
formative assessments:
DIBELS, CBM
1 X per mth.

CORE LEVEL –

Schoolwide Screening for
At-Risk: “Benchmark
Assessment” – 3 X year

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Tier 1 Core: Benchmark Testing as Standard Practice in NCLB

**Frequent Evaluation (3 times per year) of Growth and
Development Using R-CBM:**

**Initial Performance Assessment: “Taking Inventory”
Beginning of the School Year**

1. Identify Students At Risk
2. Instructional Planning
3. Initial Data Point for Progress Monitoring

Mid and End of Year Performance: “Are we making progress?”

1. Evaluates if on target for school AYP
2. Instructional Planning
3. Outcome Progress Monitoring Data

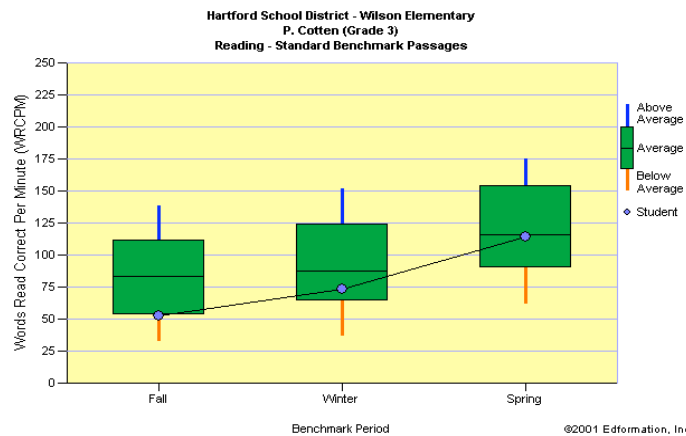
Accountability

Kid Problem or Class/School Problems?
Linkages to State Standards and AYP

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Tier 1: Benchmark Assessment of ALL Students

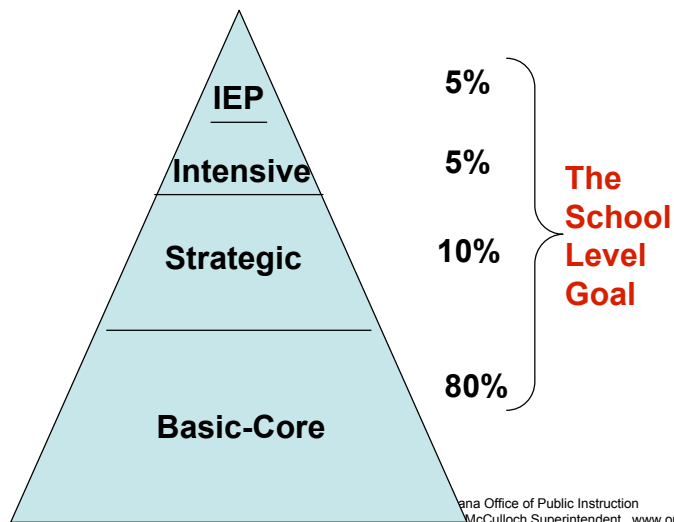


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Source: Shinn, M.R. (2004). Using AIMSweb to Manage 3-Tier Progress Monitoring Information as a Component of Response to Intervention.

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The RTI Process: A System of Instructional Supports GUIDED by Assessment Data



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Source: Wayne Callender, Addressing the System, 2005

RTI Process: Essential Components of RTI Implementation

School Level

Stage I GOAL: Measure *School* Performance

Stage II GOAL
Analyze *School* Performance

Stage III GOAL
Design/Select Core and Supplemental C&I

Stage IV GOAL:
Set Goals, Implement Plan, Monitor Progress with Benchmarks

Stage V GOAL:
Evaluate System C&I & Adjust when necessary

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Student Level

Stage I GOAL: Measure *Student* Performance

Stage II GOAL
Analyze *Student* Performance


Stage III GOAL
Select/Design Instructional Interventions based on need

Stage IV GOAL:
Set Goals, Implement Plan, Monitor Progress Formatively

Stage V GOAL:
Evaluate Intervention & Adjust when necessary

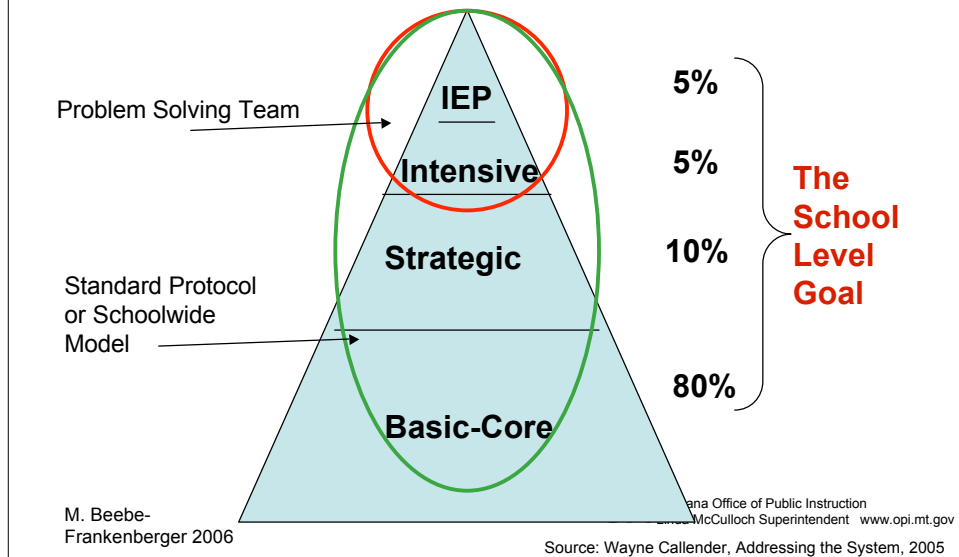
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Critical: 2 X 2 Foci in RTI Process

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The RTI Process: A System of Instructional Supports GUIDED by Assessment Data



3 Levels of Instructional Support

Communicating Risk & Instructional Need

- **Benchmark:** Established Skill performance
- **Strategic:** One or more skill areas are not within the expected performance range, but overall above the 20th percentile
- **Intensive:** One or many skills are significantly below expectancy – overall below the 20th percentile

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Iowa Website for Curriculum and Interventions

- A Comprehensive Site to Help Identify Research Based Programs and Methods
- <http://www.state.ia.us/educate/ecese/tqt/tc/prodev/about.html>

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Where Are We?...Data Evaluation

- By Grade Level:
 - Benchmark
 - Strategic
 - Intensive
 - IEP #
- Aggregate to Evaluate School Overall
- Evaluate Net Change between Fall, Winter
- Brainstorm Areas of Concern

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